



LEEDS  
BECKETT  
UNIVERSITY

# Course Specification

## MSc Advanced Clinical Practice

Course Code: MACPR

2026/27

# MSc Advanced Clinical Practice (MACPR)

## Applicant Facing Course Specification for 2026/27 Entrants

Confirmed at November 2025

### General Information

<b>Award</b>	Master of Science Advanced Clinical Practice
<b>Contained awards</b>	Postgraduate Diploma Advanced Clinical Practice Postgraduate Certificate Health Care Practice
<b>Awarding body</b>	Leeds Beckett University
<b>Level of qualification and credits</b>	Level 7 of the Framework for Higher Education Qualifications, with 180 credit points at Level 7 of the Higher Education Credit Framework for England.
<b>Course lengths and standard timescales</b>	Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is: <ul style="list-style-type: none"><li>• 30 months (part time, campus based)</li></ul>
<b>Part time study</b>	PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence from that defined within this information set but the modules offered within each level are consistent. Please note that a work placement option is not generally available to PT students.
<b>Location(s) of delivery</b>	The majority of teaching will be at City campus but on occasion may be at Headingley campus, plus location of work placements/work-related activities.
<b>Entry requirements</b>	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: <a href="https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/">https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/</a>  Admissions enquiries may be directed to: <a href="mailto:AdmissionsEnquiries@leedsbeckett.ac.uk">AdmissionsEnquiries@leedsbeckett.ac.uk</a> .
<b>Course fees</b>	Course fees are confirmed in your offer letter. A breakdown of any additional costs is included on the online prospectus entry for this course.  Fees enquiries may be directed to <a href="mailto:Fees@leedsbeckett.ac.uk">Fees@leedsbeckett.ac.uk</a> .

## **Policies, Standards and Regulations**

<https://www.leedsbeckett.ac.uk/our-university/public-information/academic-regulations/>

Standard regulations apply to this course, except where noted below.

### **Assessments**

All components of assessment must be passed at the stated threshold for numeric marking or a pass in pass/ fail marking to achieve the target award in order to evidence a student has met the capabilities set out in the Health Education England (2017) Multi-Professional Framework for Advanced Clinical Practice in England. Where the assessment has a pass mark above the Regulatory pass mark, the details are provided in the module handbook. This exception also applies to the PG Diploma Advanced Clinical Practice contained award modules (which excludes the dissertation module).

### **Non-Medical Prescribing approved by the Nursing & Midwifery Council and Non-Medical Prescribing for Allied Health Professions approved by the Health Care & Professions Council**

Non-Medical Prescribing is a 40-credit module within this course approved by the NMC and the HCPC. Students must satisfy the criteria for this element of their course to comply with professional standards.

- Fitness to Practise: The Non-Medical Prescribing module is authorised to use the University Fitness to Practise Policy and Procedure. Details can be found here.
- Must pass components: All components of assessments must be passed at the stated threshold to pass these modules.
- Pass marks: Two assessments have pass marks above the threshold pass mark: the examination has a pass mark of 80% and the numerical assessment examination has a pass mark of 100%. The overall mark is pass/fail for both assessments.
- Reasonable adjustment plans: Due to the professional requirements of Non-Medical Prescribing, readers and scribes are not usually permitted in any exams relating to online calculations, health care numeracy assessments or practical exams. These exams and assessments replicate practice and this level of support is not reasonable in practice. Students will be supported with extra time if detailed in the reasonable adjustment plan.
- Third attempt at pharmacology and numeracy exams: An exception to the regulations to allow for a 3rd attempt at the pharmacology and numeracy exams.

### **Recognition of Prior Learning (RPL) - requests for credit transfer for Non-Medical Prescribing**

For students who already hold a Non-Medical Prescribing qualification:

- RPL requests will be subject to mapping to the Royal Pharmaceutical Society (2021) Competency Framework.
- For RPL requests for qualifications at level 7 for 30 credits or at level 6, students will also be able to apply for Recognition of Experiential Learning through the submission of a critical reflection. Guidance and tutorial support will be provided for this process.

### **Professional Accreditation or Recognition Associated with the Course**

## **Professional body**

The Centre for Advancing Practice, NHS England: <https://advanced-practice.hee.nhs.uk/>

## **Accreditation/recognition summary**

This programme is accredited by the Centre of Advancing Practice, which was established to standardise post-registration education by accrediting advanced practice courses that achieve the standards outlined in the multi-professional Advanced Practice Framework. Practitioners who have completed accredited education programmes will be eligible to be listed on the Centre's Advanced Practice Directory.

## **Regulatory body**

The Non-Medical Prescribing modules are approved by the Nursing & Midwifery Council and the Health & Care Professions Council.

<https://www.nmc.org.uk/>

<https://www.hcpc-uk.org/>

## **Accreditation/recognition summary**

Registered professionals can achieve the required professional standards to register as dual qualified independent and supplementary non-medical prescribers unless the profession only undertakes supplementary prescribing.

## **NMC Recordable qualifications information**

<https://www.nmc.org.uk/registration/staying-on-the-register/adding-qualifications/>

V300 Non-Medical Prescribing: The V300 award must be registered with the NMC within five years of successfully completing the prescribing programme. If you fail to do this, you will have to retake and successfully complete the programme in order to qualify as a prescriber. You may only prescribe once your prescribing qualification has been annotated on the NMC register and you may only prescribe from the formulary you are qualified to prescribe from and within your competence and scope of practice.

## **HCPC Post-registration qualification**

<https://www.hcpc-uk.org/registration/your-registration/registration-faqs/>

The HCPC's advice is: Registrants who have gained post-registration qualifications need not update these with us. We receive this information automatically from our approved education providers and update registrants' records without them having to get in touch.

## **'In Year' Work Placement Information**

### **Summary**

The course contains a modular placement. Students are required to be clinicians in an area that is suitable for the development of an advanced role.

## **Placement Delivery**

One day a week for Advanced Clinical Practice. For the Non-Medical Prescribing module, there is 90 hours of practice.

## **Location**

Practice placements are provided by the seconding employers.

## **Approval**

Whilst students source their own placements, they will need to meet requirements which will be outlined before module enrolment.

## **Timetable**

Timetables for Semester 1 will be made available to students during induction week via:

- i) The Student Portal (MyBeckett)
- ii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

## **Key Contacts**

**Your course director**

Paul Mackreth

**Your course administrator**

Sarah Holstead, [S.Holstead@leedsbeckett.ac.uk](mailto:S.Holstead@leedsbeckett.ac.uk)

## Course Overview

### Aims

The aims of the programme are to provide healthcare professionals with the opportunity to develop attributes associated with each of the four professional pillars through a range of teaching and learning andragogy. Students undertake six core modules to ensure the necessary generic professional and clinical learning outcomes are achieved to practise as an advanced clinical practitioner across different areas of health and social care and are encouraged to adapt these generic skills to their own particular area of practice. Students from professions who do not yet have the legal authority to prescribe as independent or supplementary non-medical prescribers undertake the Evidencing Professional Learning module instead of the Non-Medical Prescribing module.

### Course learning outcomes

At the end of the course, students will be able to:

1	Practise with a high level of autonomy and use critical thinking, independent decision-making skills, problem solving skills and professional judgement to formulate and act upon potential diagnoses.
2	Use expertise in clinical reasoning to plan and manage day to day, complex and unpredictable episodes of care; evaluate events to improve future care and service delivery; discharge or refer appropriately to other services.
3	Assess and develop own learning needs and others in order to contribute to the culture within an organisation that supports life-long learning and development.
4	Be able to provide professional leadership and innovation clinically, and across professional and service boundaries to promote and develop professional practice.
5	Develop and apply evidence-based research strategies that are evaluated to enhance the quality, safety, productivity and value for money of health and care.
6	Demonstrate personal responsibility and a higher level of professional accountability.

## Teaching and Learning Activities

### Summary

Teaching and learning sessions mainly take place in person on campus, with the occasional activity online. The course team has listened to students and learnt from their experience of returning to study and balancing the demands of clinical practice. The following activities have been designed to support this process.

**Course induction:** It is recognised that professionals can be challenged by the prospect of returning to academic study. Mid-career study is an opportunity to stand back and reflect upon approaches to professional practice. To facilitate the transition between busy day to day healthcare professional practice and formal postgraduate study, a one week induction programme is offered. This assists in the orientation of online systems and the campus, allows time for the student registration process, provides opportunities to create and form groups and is the commencement of course, multi-professional and University relationships.

**Experiential learning in developing advanced clinical practice:** Assessment, learning and teaching activities embrace a student-centred philosophy and are designed around the principles of progressive

lifelong learning and the development of postgraduate skills. Students enter their course as experienced 'expert' healthcare professionals and then become 'novices' in their journey in meeting the standards for Advanced Clinical Practice multi-professional practice, (Benner 1984; HEE, 2017). They form a strong professional and course identity in working as a multi-professional peer group in classroom based, clinical simulation and work-based tasks. This process is facilitated by a Course Leader/ academic adviser who is a specialist in the field of practice, together with a practice assessor and practice supervisors. The process of learning and evidencing professional learning is further supported by the eportfolio which provides a means by which students can share and develop their reflective work with tutors, practice assessors and practice supervisors.

**Multi-Professional Learning and Advanced Clinical Practice across the care sector:** Given the diversity of care settings and professions that provide Advanced Clinical Practice, learning activities are designed that both use the diversity as a learning resource and also to ensure that students with varying levels of experience can equally progress throughout the course. The classroom-based group learning activities actively encourage multi-professional learning whereby students with different levels of expertise can openly discuss and share their expertise or areas for development. These discussions foster relationships that are shared both in the classroom and carried forward to clinical settings. As professions have specific identities, groups are tutored by those who have similar professional backgrounds, e.g., students who work in the hospital sector can be supported by academic tutors who teach emergency or acute medicine. Likewise, those who work more in primary or preventative care are supported by lecturers with expertise in primary care. The use of clinical and patient pathways demonstrate that, while ACPs work autonomously, each profession and care sector actively contributes to positive patient outcomes through the integration of care.

## Your modules

This information is correct for students progressing through the programme within standard timescales. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

Students from professions who do not yet have the legal authority to prescribe as independent or supplementary non-medical prescribers undertake the Evidencing Professional Learning.

## Level 7

### Year 1

Module title	Credits	Semester/ teaching period
Advanced Health Assessment	20	1
Assessment and Management of Complex Health Conditions	20	2
Understanding Social Research and Evaluation	20	2
Professional Development in Advanced Clinical Practice	20	Year-long

### Year 2

Module title	Credits	Semester/ teaching period
--------------	---------	------------------------------

Non-Medical Prescribing/ Non-Medical Prescribing for AHPs Or Evidencing Professional Learning	40	1
Research in Practice (Dissertation)	60	2
Professional Development in Advanced Clinical Practice	As above	Year-long

### Year 3

Module title	Credits	Semester/ teaching period
Research in Practice (Dissertation)	As above	1
Professional Development in Advanced Clinical Practice	As above	1
Number of credits of compulsory modules	180	

## Assessment and Scheduled Learning and Teaching Activities

The assessment balance and overall workload associated with this course are calculated from core modules. They have been reviewed and confirmed as representative by the Course Director.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

### Assessment

#### Level 7

On this course students are assessed through coursework, examinations, objective structured clinical examinations, a portfolio for placement, practical assessments and a dissertation. Students are assessed in practice.

### Workload

The overall workload is informed by whether the students undertake Non-Medical Prescribing or Evidencing Professional Learning, and the following provides an indication of the time required for different activities:

Overall Workload	Level 7 (Non-Medical Prescribing)	Level 7 (Evidencing Professional Learning)
Teaching, learning and assessment	392 hours	254 hours
Independent study	1134 hours	1362 hours
Placement	274 hours	184 hours

